



The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2011-2012: Assessment data for reading and mathematics are provided for Grades 3-8 and high school, as well as for science for grades 5, 8, and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2011 (Grade 3-8), spring of 2012 (High School), spring of 2012 (Alternate Assessment-Science), and spring of 2011 (Alternate Assessment- Reading and Mathematics).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013-2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2010-2011 NAEP results is displayed on the state report, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2012-2013 NCLB Report Card

School: Pownal Elementary School

SAU: RSU 05

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2012-2013 NCLB Report Card



School: Pownal Elementary School
SAU: RSU 05
Grade: 03



Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2010-2011	17	17	100	71	76	70	18	53	24	6	17	0	0
	2011-2012	16	15	94	73	80	72	27	47	7	20	15	0	0
Female	2010-2011	10	10	100	70	82	74	20	50	30	<1			
	2011-2012	10	9	90		82	77							
Male	2010-2011	7	7	100		68	66							
	2011-2012	6	6	100		78	68							
Caucasian/White	2010-2011	17	17	100	71	76	71	18	53	24	6			
	2011-2012	16	15	94	73	80	73	27	47	7	20			
African American/Black	2010-2011	0	0				43							
	2011-2012	0	0				47							
Hispanic	2010-2011	0	0				60							
	2011-2012	0	0				65							
Asian or Pacific Islander	2010-2011	0	0				69							
	2011-2012	0	0				77							
American Indian or Native Alaskan	2010-2011	0	0				67							
	2011-2012	0	0				65							
Economically Disadvantaged	2010-2011	4	4	100		53	58							
	2011-2012	3	2	67		68	62							
Migrant	2010-2011	0	0											
	2011-2012	0	0											
Students with Disabilities	2010-2011	1	1	100		32	34							
	2011-2012	4	3	75		42	36							
Limited English Proficient	2010-2011	0	0				39							
	2011-2012	0	0				47							

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

<1 is printed when the percentage rounds to 0.

2012-2013 NCLB Report Card



School: Pownal Elementary School
SAU: RSU 05
Grade: 04



Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2010-2011	19	19	100	89	76	67	26	63	11	<1	19	0	0
	2011-2012	14	14	100	71	74	71	21	50	21	7	14	0	0
Female	2010-2011	9	9	100		80	72							
	2011-2012	8	8	100		76	75							
Male	2010-2011	10	10	100	90	73	63	20	70	10	<1			
	2011-2012	6	6	100		71	67							
Caucasian/White	2010-2011	19	19	100	89	77	68	26	63	11	<1			
	2011-2012	14	14	100	71	74	72	21	50	21	7			
African American/Black	2010-2011	0	0				40							
	2011-2012	0	0				42							
Hispanic	2010-2011	0	0				54							
	2011-2012	0	0				60							
Asian or Pacific Islander	2010-2011	0	0				67							
	2011-2012	0	0				76							
American Indian or Native Alaskan	2010-2011	0	0				62							
	2011-2012	0	0				57							
Economically Disadvantaged	2010-2011	1	1	100		61	56							
	2011-2012	2	2	100		50	60							
Migrant	2010-2011	0	0											
	2011-2012	0	0											
Students with Disabilities	2010-2011	1	1	100		17	29							
	2011-2012	1	1	100		39	35							
Limited English Proficient	2010-2011	0	0				43							
	2011-2012	0	0				40							

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2012-2013 NCLB Report Card



School: Pownal Elementary School
SAU: RSU 05
Grade: 05



Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2010-2011	12	12	100	83	77	70	25	58	8	8	12	0	0
	2011-2012	18	18	100	94	70	68	22	72	6	<1	18	0	0
Female	2010-2011	8	8	100		81	75							
	2011-2012	7	7	100		81	74							
Male	2010-2011	4	4	100		74	66							
	2011-2012	11	11	100	91	61	63	9	82	9	<1			
Caucasian/White	2010-2011	11	11	100	82	79	71	27	55	9	9			
	2011-2012	18	18	100	94	71	69	22	72	6	<1			
African American/Black	2010-2011	0	0				48							
	2011-2012	0	0				42							
Hispanic	2010-2011	0	0				65							
	2011-2012	0	0				60							
Asian or Pacific Islander	2010-2011	0	0				68							
	2011-2012	0	0				75							
American Indian or Native Alaskan	2010-2011	0	0				65							
	2011-2012	0	0				48							
Economically Disadvantaged	2010-2011	3	3	100		52	60							
	2011-2012	0	0			34	57							
Migrant	2010-2011	0	0											
	2011-2012	0	0											
Students with Disabilities	2010-2011	3	3	100		37	34							
	2011-2012	1	1	100		13	30							
Limited English Proficient	2010-2011	0	0				46							
	2011-2012	0	0				44							

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2012-2013 NCLB Report Card



School: Pownal Elementary School
SAU: RSU 05
Grade: 03



Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2010-2011	17	17	100	76	79	61	53	24	18	6	17	0
	2011-2012	16	15	94	67	70	64	33	33	13	20	15	0
Female	2010-2011	10	10	100	80	85	59	50	30	20	<1		
	2011-2012	10	9	90		66	63						
Male	2010-2011	7	7	100		71	64						
	2011-2012	6	6	100		74	65						
Caucasian/White	2010-2011	17	17	100	76	78	63	53	24	18	6		
	2011-2012	16	15	94	67	70	65	33	33	13	20		
African American/Black	2010-2011	0	0				30						
	2011-2012	0	0				38						
Hispanic	2010-2011	0	0				49						
	2011-2012	0	0				50						
Asian or Pacific Islander	2010-2011	0	0				64						
	2011-2012	0	0				70						
American Indian or Native Alaskan	2010-2011	0	0				59						
	2011-2012	0	0				54						
Economically Disadvantaged	2010-2011	4	4	100		62	49						
	2011-2012	3	2	67		54	52						
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	1	1	100		42	35						
	2011-2012	4	3	75		38	35						
Limited English Proficient	2010-2011	0	0				29						
	2011-2012	0	0				36						

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2012-2013 NCLB Report Card



School: Pownal Elementary School
SAU: RSU 05
Grade: 04



Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2010-2011	19	19	100	89	65	60	26	63	5	5	19	0
	2011-2012	14	14	100	86	76	66	21	64	14	<1	14	0
Female	2010-2011	9	9	100		62	60						
	2011-2012	8	8	100		78	65						
Male	2010-2011	10	10	100	100	67	61	20	80	<1	<1		
	2011-2012	6	6	100		73	67						
Caucasian/White	2010-2011	19	19	100	89	65	61	26	63	5	5		
	2011-2012	14	14	100	86	76	67	21	64	14	<1		
African American/Black	2010-2011	0	0				31						
	2011-2012	0	0				31						
Hispanic	2010-2011	0	0				48						
	2011-2012	0	0				52						
Asian or Pacific Islander	2010-2011	0	0				64						
	2011-2012	0	0				71						
American Indian or Native Alaskan	2010-2011	0	0				56						
	2011-2012	0	0				57						
Economically Disadvantaged	2010-2011	1	1	100		42	48						
	2011-2012	2	2	100		53	54						
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	1	1	100		21	31						
	2011-2012	1	1	100		50	37						
Limited English Proficient	2010-2011	0	0				35						
	2011-2012	0	0				33						

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2012-2013 NCLB Report Card



School: Pownal Elementary School
SAU: RSU 05
Grade: 05



Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2010-2011	12	12	100	83	76	61	8	75	<1	17	12	0
	2011-2012	18	18	100	100	73	64	50	50	<1	<1	18	0
Female	2010-2011	8	8	100		69	61						
	2011-2012	7	7	100		71	65						
Male	2010-2011	4	4	100		83	61						
	2011-2012	11	11	100	100	75	64	45	55	<1	<1		
Caucasian/White	2010-2011	11	11	100	82	77	62	9	73	<1	18		
	2011-2012	18	18	100	100	74	65	50	50	<1	<1		
African American/Black	2010-2011	0	0				32						
	2011-2012	0	0				35						
Hispanic	2010-2011	0	0				48						
	2011-2012	0	0				50						
Asian or Pacific Islander	2010-2011	0	0				59						
	2011-2012	0	0				70						
American Indian or Native Alaskan	2010-2011	0	0				60						
	2011-2012	0	0				55						
Economically Disadvantaged	2010-2011	3	3	100		58	47						
	2011-2012	0	0			45	51						
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	3	3	100		42	30						
	2011-2012	1	1	100		13	30						
Limited English Proficient	2010-2011	0	0				34						
	2011-2012	0	0				39						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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2012-2013 NCLB Report Card



School: Pownal Elementary School
SAU: RSU 05
Grade: 05



Group	Science Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2010-2011	12	12	100	92	69	64	17	75	8	<1	12	0
	2011-2012	18	18	100	100	74	62	50	50	<1	<1	18	0
Female	2010-2011	8	8	100		64	64						
	2011-2012	7	7	100		72	61						
Male	2010-2011	4	4	100		74	65						
	2011-2012	11	11	100	100	75	63	36	64	<1	<1		
Caucasian/White	2010-2011	11	11	100	91	72	66	9	82	9	<1		
	2011-2012	18	18	100	100	74	64	50	50	<1	<1		
African American/Black	2010-2011	0	0				32						
	2011-2012	0	0				32						
Hispanic	2010-2011	0	0				50						
	2011-2012	0	0				53						
Asian or Pacific Islander	2010-2011	0	0				68						
	2011-2012	0	0				62						
American Indian or Native Alaskan	2010-2011	0	0				58						
	2011-2012	0	0				49						
Economically Disadvantaged	2010-2011	3	3	100		55	53						
	2011-2012	0	0			50	51						
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	3	3	100		24	36						
	2011-2012	1	1	100		36	32						
Limited English Proficient	2010-2011	0	0				36						
	2011-2012	0	0				33						

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2012-2013 NCLB Report Card



School: Pownal Elementary School
SAU: RSU 05
Grade: 3-8



Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 75%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 70%			Average Daily Attendance Target: 93%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	98	E: 99 M: 99	E: 99 M: 99	80	E: 75 M: 81	E: 70 M: 73	98	E: 99 M: 99	E: 99 M: 99	78	E: 73 M: 69	E: 65 M: 62	97	95	95
Caucasian/White	98	E: 100 M: 99	E: 100 M: 99	81	E: 76 M: 81	E: 71 M: 74	98	E: 99 M: 99	E: 99 M: 99	81	E: 74 M: 70	E: 66 M: 63			
African American/Black	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 44 M: 51	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 35 M: 34			
Hispanic	*	E: * M: *	E: 98 M: 99	*	E: * M: *	E: 61 M: 68	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 52 M: 51			
Asian or Pacific Islander	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 76 M: 76	*	E: * M: *	E: 100 M: 99	*	E: * M: *	E: 70 M: 70			
American Indian or Native Alaskan	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 58 M: 65	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 59 M: 50			
Economically Disadvantaged	*	E: 97 M: 97	E: 99 M: 99	*	E: 54 M: 66	E: 60 M: 62	*	E: 98 M: 97	E: 99 M: 99	*	E: 49 M: 46	E: 52 M: 48			
Students with Disabilities	*	E: 99 M: 97	E: 98 M: 98	*	E: 29 M: 40	E: 34 M: 34	*	E: 99 M: 97	E: 98 M: 98	*	E: 33 M: 26	E: 34 M: 26			
Limited English Proficient	*	E: * M: *	E: 98 M: 98	*	E: * M: *	E: 44 M: 49	*	E: * M: *	E: 100 M: 99	*	E: * M: *	E: 37 M: 36			

E = Elementary Grades 3-5 M = Middle Grades 6-8

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

2012-2013 NCLB Report Card



School: Pownal Elementary School
SAU: RSU 05



Maine Teacher Quality Data

	Part I: Professional Qualifications					
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D
Number of Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	6	0	5	1	1	0

	Part II: Emergency/Conditional Certification
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2012	31

	Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.